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ABSTRACT

A survey of 377 independent secondary school libraries or librarians revealed an increased and ever-increasing awareness of the importance of the role of the library within the school. This report, partially presented in question-and-answer form, is based on questions most frequently asked by librarians and administrators. The questions cover the "ABC's" of Libraries for operation, standards, personnel and services. Questions to be used for evaluating the library in the school for use of the head of the school and for the librarian are presented. (AB)

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Miss Pauline Anderson, author of this monograph, was awarded a Braitmayer Fellowship for the year 1966-67.

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Some Questions and Answers

By

PAULINE ANDERSON

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FOREWORD

MARK TWAIN once cautioned his listeners, "The best way to get a sure thing on a fact is to go out and examine it for yourself, and not take anybody's say-so." During the academic year 1966-67, I heeded Mr. Twain's advice. As the holder of a Braitmayer Fellowship, administered by the National Association of Independent Schools and awarded for the study of libraries in independent secondary schools throughout the United States, I have been busily seeing for myself. But now, as Lewis Carroll's walrus warned, "The time has come to talk of many things."

By employing a variety of techniques, I had contact with 377 independent secondary school libraries or librarians, as follows:

1. Personal visits to 107 schools
2. Group discussions with librarians representing 190 schools
3. Questionnaires completed by librarians representing 80 schools.

Contact with this many librarians would have been impossible without the cooperation of librarians and administrators who arranged for meetings. To these individuals who gave so freely of their time I am deeply indebted.

Because the characteristics of the independent school are so diverse, it is impossible to devise any statistical report which would be meaningful to every school. The common denominator that emerged is the increased and ever-increasing awareness of the importance of the role of the library within the school. This "library revolution" — like any significant revolution — has attendant problems, confusions, and misconceptions. If this report, partially presented in question-and-answer form and based on the questions most frequently asked by librarians and administrators, helps in any measure to clarify or alleviate some of the common problems, it will fulfill its purpose.

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CHAPTER I

INDEPENDENT SCHOOLS AND THEIR LIBRARIES

The Library of Yesterday

According to catalogues and handbooks published through the years, independent schools have traditionally recognized the importance of the library and its role within the school. Unfortunately, the verbal recognition was frequently unaccompanied by concrete, realistic support. Some schools have long offered outstanding library resources and services; other schools came with inadequate library resources, facilities, and services into this decade, which is so filled with educational innovations.

For too many years, libraries in independent schools were undernourished, and this consistent undernourishment left them with handicaps to overcome:

Insufficient qualified staff
Inadequate financial support
Inadequate administrative understanding
Erroneous belief that quantity was synonymous with quality
Traditional image of a library as a storehouse of books.

The Library of Today

With the advent of Sputnik and the ensuing revolution in education, the new emphasis on independent study, the advanced placement program, the development of new media for transmitting knowledge, the pressure for admission to college, and the curricular trend away from textbook teaching, the library took on a new importance. Added impetus to library development on a national scale came with the passage of the Elementary and Secondary Education Act of 1965, the School Library Development Project, and the Knapp School Libraries Project.

Independent schools are committed to excellence in education, and the library because of its unique nature has to assume a major responsibility in each school's fulfillment of this commitment. The need for better libraries within our schools has been a matter of concern during this decade. Innumerable independent schools throughout the United States are now translating that concern into new or expanded library facilities; enlarged library staffs, which include qualified personnel with

competencies in many areas; and increased financial support. Schools are constantly seeking ways in which they can develop more effective library programs.

The new emphasis upon libraries has neither resolved all our old problems nor failed to create new ones. Operating on the premise that "something must be done about the library," many schools started "doing something" without first conducting an extensive self-evaluation program to use as a basis for an effective long-range plan. Many schools are now finding that the resultant lack of direction has brought added expense without adequate facilities, resources, or services.

A library is no longer an isolated department within a school; it is the school's most important academic resource. Collections of resources are not an end in themselves; the program and services which make use of the resources are the real intellectual forces within a school.

The Library of Tomorrow

Independent schools have survived wars, cold wars, depressions, floods, fires, identified and unidentified objects in space; and the libraries in these schools will survive the age of automation. In spite of all one reads and hears about machines making libraries obsolete at some future date, LIBRARIES WILL SURVIVE. The nature and success of this survival will depend entirely upon the flexibility, vision, and imagination of the men and women involved in planning and operating libraries. We must be prepared to revise our thinking about the program of the library; we must be without prejudice concerning the new media for transmitting knowledge; we must plan buildings with the capacity to cope with electronic devices which are as yet undeveloped; we must be prepared for the expense which these vast new library resources will bring.

We must plan as carefully now for the library of 1987 (three years beyond the proverbial 1984) as for the library of 1968. We must recognize that the library as we know it today may cease to exist in the same format, but it will survive and continue to be a storehouse of the knowledge of all civilization. The difference will be in the techniques and media which libraries use to disseminate knowledge.

CHAPTER II

THE ABC'S OF LIBRARIES

The Library and the School

Q. Who is responsible for a library in an independent school?

A library is the end result of cooperation and can be a dynamic, creative, and meaningful force within a school only when it is backed by:

1. An administration with vision and understanding
2. A library staff made up of competent, imaginative, and flexible men and women
3. A Board of Trustees which gives concrete, realistic support
4. A faculty who makes active and intelligent use of library resources
5. Alumni who offer continuous support in many areas
6. A receptive student population.

Q. Is there a concise definition of the purpose of a school library?

To function as an intellectual force.

Q. Why are libraries in boarding schools usually more adequate and self-sufficient than those in day schools?

Because day schools are mostly located in urban areas, they have tended to rely heavily on nearby public, college, and university libraries.

Q. Has the dependence of day schools on outside library resources been wholesome?

Public, college, and university libraries are now finding that the demands on their resources by their own clientèle are all they can handle. Many of these agencies have now denied or limited access to their resources by independent school students. Countless day schools find that their own resources are too limited to meet even the minimum needs of their students, because they had relied too extensively on outside facilities.

Q. One frequently hears the term "instructional resources center" used instead of "library." Is there a difference between the two terms?

"Instructional resources center" is a term used by some educators to describe the total program encompassing library resources, audio-visual resources, and teaching machines.

Q. Is there any general trend among independent schools to discard the word "library" and substitute "instructional resources center"?

No. The primary function of a library has always been to dispense knowledge, and modern technological developments make it possible for the library to dispense this knowledge through all kinds of media. Many educators do not believe that change of format in library resources justifies discarding the word "library," which everyone respects and understands.

Classroom and Departmental Libraries

Q. Are classroom and/or departmental libraries maintained in this day of stronger central library resources and services?

Relatively few secondary schools have permanent classroom libraries, but many schools make use of short-term classroom libraries. These libraries, organized by the librarian and classroom teacher, contain basic and pertinent materials relating to a topic being studied in the classroom during the period of concentrated study.

Departmental libraries, containing basic reference materials in the individual fields, are more prevalent now than the permanent classroom libraries. However, such libraries are practical only when all the classes within a subject discipline are scheduled to meet in the same general location of the departmental library. To date, departmental libraries appear to be most successful in the field of science.

Standards for School Libraries

Q. Are there standards for independent school libraries?

There are no special standards for independent school libraries. *Standards for School Library Programs,* prepared by the American Association of School Librarians in cooperation with nineteen other national educational organizations, provide basic standards for all types of school libraries.

Q. *What do the ALA* Standards *include?*

These Standards provide guidelines for school libraries and describe elements of good library service which include:

Staff
Collections of resources
Budget
Physical facilities
Equipment
Program.

Q. *Were needs of independent school libraries considered when the* Standards *were being compiled?*

A librarian from an independent school is a member of the advisory committee for each edition.

Q. *Are the* Standards *adequate for independent school libraries?*

A good independent school library should be more nearly the equivalent of a junior college library than a high school library. However, few of our libraries meet this standard, and the ALA *Standards* at the maximum level are in the process of upgrading their programs.

Q. *How up-to-date are the* Standards?

The latest revision was adopted at the June 1967 meeting of the American Association of School Librarians. The 1967 revision represents for the first time joint standards for the American Association of School Librarians and the Department of Audiovisual Instruction, NEA (DAVI). Actual publication date is uncertain, but there will be widespread announcements in both educational and library journals when the publication date is decided.

Q. *Where may one obtain a copy of the ALA* Standards?

Publishing Department
American Library Association
50 East Huron Street
Chicago, Illinois 60611

New Library Facilities

Q. What is the first step in planning for new or expanded library facilities?

A thorough and honest self-evaluation of the existing library and its program. This study should include:

Role of the library in all phases of school life
Collections of resources
Media
Services
Users and their needs
Finances
Staff
Space
Strengths and weaknesses of the existing library facilities and program
Future direction of the library and the school.

Q. What personnel within a school should be involved in a program of self-evaluation?

Administration
Librarian and library staff
Director of the Audiovisual program (if different from librarian)
Faculty — as represented by Department Heads, the academic committee, or a special committee of genuinely interested faculty reflecting the varied interests within the school
Students — a committee of concerned students representing all areas of student library uses.

Q. What use is made of the self-evaluation?

The self-evaluation becomes the basis for the specifications for the new or expanded building. The specifications which go to the architect include in detail information describing the function, activities, and objectives of the library; desired spatial relationships; amount of space needed for each function; types and amounts of furniture and technical equipment needed.

Q. What publications are useful in the early stages of planning library facilities?

The School Library; Facilities for Independent Study in the Secondary School

Available from: Educational Facilities Laboratories
477 Madison Avenue
New York, New York 10022

ALA *Standards for School Library Programs*

Q. If a school is going to use a library consultant, at what stage of the planning should he become involved?

At the earliest stage — before the self-evaluation starts.

Q. In what ways does a library consultant assist a school as it plans new facilities?

Suggesting directions in which the self-evaluation should move
Translating the evaluation into a long-range program
Interpreting the program into specific terms of needs, space, and areas
Working with the architect and interpreting the program and needs for him.

Q. If a school has a competent librarian, what is the advantage of bringing in a consultant?

Few librarians have had specific training or experience which would qualify them to take on the responsibility for the entire planning of new library facilities. A consultant will bring to the situation a professional "know how" based on experience and training. The consultant will work closely with the administration, the library staff, and the architect.

Q. How does one locate a school library consultant?

By asking for recommendations from:
Schools that have had recent library building programs
Local or state professional library associations
NAIS office
NAIS Library Committee.

Q. If a school plans a building without professional advice from a consultant, what are some of the pitfalls to avoid?

A building not flexible enough to meet future needs in terms of space, services, or electronic devices

A building so poorly designed that it cannot be efficiently administered

Spending so much money on building frills that one cannot properly equip the building

Too much emphasis on the beauty of the building resulting in loss of functional space.

PERSONNEL

Q. One of our greatest needs is qualified personnel. Is there any available literature on this subject which would be of practical help?

Crisis in School Library Manpower — Myth or Reality? by Mary Gaver, a Professor at Rutgers and past President of the American Library Association, outlines practical procedures for administrators seeking qualified personnel. This article appeared in the 1967 issue of *School Activities and the Library* and is available from the American Library Association.

Q. How can a school make the most efficient use of both the professional and the nonprofessional library staff members?

Using the nonprofessional staff for the nonprofessional jobs will release the professional's time for vital areas of library service.

Q. Is there a concrete definition of library staff jobs one can consult when organizing a work schedule?

Available from the U. S. Office of Education is the *Report on Library Manpower: Occupational Characteristics of Public and School Librarians* which contains tables of job activities.

Available from the American Library Association is a special committee report on Sub-professional or Technical Class of Library Employees which defines jobs and classifications, and gives listings of duties. The new edition of ALA *Standards* also includes job definitions.

Q. Where does one search for a librarian?

Various avenues of approach to locating a librarian are available:
The American Library Association will supply a list of accredited library schools. For this list write:

Office for Library Education
American Library Association
50 East Huron Street
Chicago, Illinois 60611

The U. S. Employment Service Office maintains a listing of librarians seeking employment. Consult the nearest office.

The National Education Association has recently instituted a program called NEA SEARCH, a computer-based locator service.

For information regarding this service write:

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Advertising in professional publications such as *The Independent School Bulletin; Library Journal; Wilson Bulletin;* and the *ALA Journal* is a worthwhile approach. A special section of the Sunday edition of *The New York Times* is periodically devoted to classified advertising for placement of librarians.

Many teachers agencies also handle placement of librarians.

Q. What are the possible sources for nonprofessional personnel?

Local employment offices

Parent recommendations

Parents of students

Faculty wives (especially in a boarding school situation)

Some community colleges, technical colleges, etc., offer one- or two-year courses for library technicians. Consult your State Department of Education for addresses.

Q. Why is it essential that the librarian be a member of the academic and/or curriculum committee?

Present day courses of study are based on a wide variety of materials. Any curriculum revision or innovation beyond the textbook and teaching methods directly involves the library and the librarian.

Professional Organizations

Q. What professional affiliations are most important for the school librarian?

Participation in activities of the Library Committee of NAIS
Membership and participation in the two major professional organizations:

American Library Association (ALA)

The Department of Educational Technology — NEA (if the librarian also functions as the audiovisual specialist)

Q. Does either of the two major professional Associations have sections specifically oriented to the independent school?

The American Association of School Librarians is a special division of ALA for school librarians. Within the next year, the NAIS Library Committee will make an attempt to form a subdivision of AASL specifically for librarians in independent schools.

Q. How does a school benefit from the affiliation of its librarian with an organization such as ALA?

Membership in such a professional organization keeps the librarian *au courant* with the latest trends in library services, techniques, research, resources, media, standards, and equipment. The school benefits directly from this association as the librarian assumes a strong professional role of leadership within the school and develops a creative and dynamic library program which strengthens the entire academic life.

Audiovisual Program

Q. Is the audiovisual program incorporated in the library program in the majority of schools?

Approximately 75 per cent of the schools which have an audiovisual program include it in the library program.

Q. Is there justification for including the audiovisual program in the library program?

The resources, functions, and services involved in these two programs are so interrelated that they are most effective when functioning as a single program.

Q. If the audiovisual and library programs are administered as separate entities, at what points should they converge?

The audiovisual materials should be catalogued and entered in the central catalogue in the library, for they are part of the collection of academic resources.

To save time for the users, the library and the audiovisual department should be in close physical proximity.

The librarian and the audiovisual director should develop a coordinated program.

Q. If the audiovisual program is part of the library program should the librarian be responsible for both?

Ideally, the library staff would include both a librarian and an audiovisual specialist. Realistically, at this moment, few of our schools meet that ideal. When the program is in the beginning stages, the librarian can administer both programs. However, resources in this area will grow very rapidly, and a librarian will not be able to administer dynamic programs in both areas. Lacking an audiovisual specialist, the library staff should include, as a "second best" measure, a technician to cope with the mechanical equipment and keep it in good working condition.

Q. Are there standards for audiovisual programs as there are for library programs?

Consult the American Library Association and the Department of Audiovisual Instruction, NEA, for a list of colleges and universities offering courses in this field. National Defense Education Act Summer Institutes for librarians also offer such courses.

Q. In what ways could an audiovisual consultant aid a school?

If the audiovisual program is part of the library program, an audiovisual consultant should be used in the same way as a library consultant when a new building is planned.

Machines used in audiovisual education change so rapidly that only an expert is qualified to advise on this kind of expense. If a school staff does not include an audiovisual specialist, a consultant should be retained to advise the person in charge of the program on the purchase of equipment at all times.

An audiovisual consultant would study the curriculum and teaching methods of a school and assist in designing a program which would fit the needs of the individual school. The consultant would also work with a member of the staff in devising effective ways of implementing the audiovisual program.

Q. How does one locate an audiovisual consultant?

Ask for recommendations from:

Audiovisual Committee of NAIS
Department of Audiovisual Instruction, NEA
State Department of Education

Q. What is the major hazard to avoid if one sets up an audiovisual program without the aid of a consultant?

Buying a lot of expensive equipment which has no real use in a school. Much wasted money is represented in our schools by unused, expensive equipment.

Q. Once the equipment and collection of resources have been purchased, what is the next important step to insure a successful program?

A training program for faculty is imperative. This course must include a working knowledge of the machines, complete familiarity with the available resources, and effective ways of using the resources for group and independent study.

Library Resources

Q. Speaking in broad terms, what printed resources should be available in every library?

Books: The most important single resource is the book collection. Basic areas to emphasize are:

Reference collection
Core collection
Collection of books of current significance
Collection of books for leisure reading
Professional collection.

Collections beyond these vary with the program and needs of the individual library.

Periodicals: Periodicals are the second most important printed resource in a library, for these are the primary sources of current information. The periodical subscription list should be well-rounded, offering many viewpoints and serving many interests. The back file of periodicals, whether preserved in microreproduction form or in printed form, should be sufficiently extensive to provide sound research facilities.

Newspapers: The collection of local, national, and foreign newspapers should be so varied that danger of provincialism will be avoided. Back files of at least one newspaper of national importance should be available.

Pamphlets: Information on many subjects becomes available in pamphlet form before book form. Pamphlets offer a concise approach to a variety of topics in many fields, and this collection must be assembled as carefully as the book collection.

Pictures: A carefully chosen and organized collection of pictures is valuable both as a teaching device and as a study device. Pictures provide enrichment as well as information.

Q. Which nonprint media are used most successfully by the individual student?

Recorded Resources: tapes and discs

Microreproductions

Slides: silent and sound

Filmstrips: silent and sound

8 mm. Film Clips: also referred to as cartridge films or filmloops.

Q. As one builds the various collections of resources, what are some of the objectives which should influence the selection program?

In general terms, the library must provide resources which will have personal meaning and appeal for every student and every member of the faculty. Resources must be available which will:

Enable each student to achieve his highest potential of academic excellence

Enable each member of the faculty to achieve his highest potential of effectiveness.

In specific terms, the library must provide resources for the student which will:

- Enable him to cope effectively with his academic life within the school
- Feed his intellectual curiosity
- Stimulate the imagination as well as the mind
- Awaken new interests as well as nurture old interests
- Develop an awareness, appreciation, and respect for scholarship
- Develop an objective understanding of the modern world in which he lives
- Develop the powers of discrimination
- Help him develop into a responsible, sensitive young adult.

The library must provide resources for the teacher which will:

- Permit him to give depth to his teaching
- Permit him to follow his individual interests and research
- Keep him aware of the latest scholarly developments in his field
- Keep him informed about the latest educational and professional trends.

Nonprint Media

Q. Why are many libraries still using only printed materials in their collections?

The use of nonprint materials on a wide scale is a relatively recent library development. Many of us now in the library profession had no formal training with the many types of nonprint materials now available, and the tendency is to continue operating with the resources we know best — the printed materials.

Q. What is the basic criterion for selecting nonprint materials?

Intellectual content. Format is immaterial if the content is appropriate.

Q. Is it important that our libraries extend their collections to include newer types of nonprint materials?

Yes, for the dissemination of knowledge is a primary library function. The library must cease steering away from the new media

and concern itself with selecting the carriers of knowledge which are best able to transmit needed information.

Q. Are printed materials in competition with nonprint materials?

No, for they relate directly to each other and work together to supply information.

Q. Are any independent school libraries using information retrieval systems or computers?

Not at the moment, but schools planning new facilities are including all the necessary cables, wires, and hookups in anticipation of the time when these will be in use.

Q. Is there a central place where one can procure reliable information about equipment and instructional materials?

A possibly helpful place, if its plans develop, will be Educational Products Information Exchange (EPIE), a division of the Institute for Educational Development, which was organized in 1966 to gather and disseminate information about specifications, characteristics, and performance of instructional materials and equipment. EPIE will not approve or disapprove of individual items, but will provide specific, weighted information based on an in-depth analysis. The staff members of EPIE are assisted by consultants carefully selected for their competence in various areas and by cooperating professional organizations. NAIS is one of these organizations.

Ultimately, EPIE hopes to operate in all subject matter areas and in all equipment areas. The pilot program, launched in the fall of 1967, concentrates on elementary school science in the curriculum area and overhead projectors in the equipment area. For further information write:

Educational Products Information Exchange
527 Lexington Avenue, Room 530
New York, New York 10017
Director: P. Kenneth Komoski

Archives

Q. If the school archives are administered by the library, is that collection a part of the regular library collection?

A clear distinction should be made between the collection of

archival materials and the regular library collection. Library materials are essentially cultural materials intended to add knowledge in all areas; archival materials are produced by or about a single school.

Q. Should archival materials be kept on open shelves?

Archival materials must be housed where they can have maximum protection, and in most schools this means closed shelves. This collection will include irreplaceable, historical documents and information; and preservation of these materials for research purposes is of utmost importance.

Q. Are methods of handling, preserving, and classifying archival materials included in a librarian's professional training?

No. These are special techniques not normally included in a library school curriculum.

Q. Does any college, university, or specialized agency offer summer courses in the basic techniques involved in organizing and administering archives?

Two universities which offer such courses are:

The Institute of Archival Studies
Department of History
University of Denver

The Georgia Department of Archives and History in cooperation with
The Emory University Division of Librarianship

The National Archives in Washington offer courses at varying intervals during the year.

Q. Why is a school library a logical agency to cope with school archives?

Libraries and archives are both service units based on organized, classified groups of materials. A library staff, by training and experience, is equipped to give speedy, efficient, and effective service in response to demands for organized materials.

A library building is usually designed with special features to fur-

nish optimum conditions for preservation of materials (i.e., air control, dehumidification, etc.).

Censorship of Library Materials

Q. Is demand for censorship of library materials a major problem in independent schools?

Only in a few geographical areas where there are strongly entrenched pressure groups.

Q. What measures can a school take to be prepared to cope effectively with a demand from outside the school for censorship of library materials?

Each school should have a clear-cut statement of its book selection policy. A school can either formulate its own statement or adopt the Library Bill of Rights drawn up by the American Library Association.

Each school should have a clearly defined procedure for dealing with the "would-be censors." Each complainant should be required to put his objections in writing, and forms should always be available for use. Each school can devise its own form or use the form prepared by the National Council of Teachers of English. This form — "Citizen's Request for Reconsideration of a Book" — is available from:

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Each member of the faculty should be acquainted with the selection policy and the standardized method for coping with a complainant.

Q. Has any organization undertaken a program on a national scale to coordinate efforts to combat the threats to the freedom to read?

The American Association of School Librarians and the National Council of Teachers of English conducted a recent joint survey of this problem. The study indicated that approximately 25 per cent of American secondary school librarians and teachers have been involved in censorship and book selection disputes.

As an outgrowth of the survey a special *ad hoc* conference, consist-

ing largely of librarians and teachers of English, was held in December 1966. One of the recommendations of this group was the formation of an independent national commission.

The National Council of Teachers of English invited major national associations which have indicated concern with the freedom to read to send two representatives to a conference in Washington in November 1967. A direct outcome of the November conference was the appointment of a steering committee to work out details for the establishment of an independent national commission on the right to learn.

Evaluation and Accreditation

Q. At the time of our last evaluation we did not feel that many parts of the criteria were sufficiently pertinent or flexible to permit the presentation of an accurate picture of our library. Have there been or will there be any changes in the evaluative criteria form pertaining to libraries?

The 1970 revision of evaluative criteria includes extensive upgrading and improvement in the library section. The new criteria will offer much opportunity for each library to document various aspects of its program, and this will result in a more accurate picture of the library.

Q. Our last evaluating team did not include a professional librarian, and we felt that our library suffered because of this. Is there any way a school can make sure that its evaluating team will include a librarian?

Yes. You may ask the agency in your region which selects the personnel for evaluating teams to make sure a professional librarian is included in the team which will visit your school.

Q. Have any of our schools ever lost accreditation because of inadequate libraries?

Yes.

Library Finances

Q. Who should construct the detailed library budget?

The Head of the school and the librarian.

Q. For what items should the annual budget provide?

Purchase of printed materials:

Books	Newspapers	Pictures
Periodicals	Pamphlets	

Purchase of nonprint materials:

Microforms	Filmstrips	Slides

Recordings: disc and tape

8 mm. Films: film loops or cartridge films

Purchase of materials for the professional collection

Purchase of library and office supplies

Repair, care, binding, and rebinding of printed materials

Production of nonprint materials

Rental of motion pictures (if this is part of the library services)

Repair of equipment

Institutional memberships in professional organizations

Professional travel (if not included elsewhere in the school budget)

Purchase of equipment (if not included in the capital budget).

Q. If an unforeseen gift of money for the library is received, should it be used to help offset the budget?

No! This should be used in addition to the budget.

Q. What leadership should the Head of a school assume in the matter of library finances beyond insuring a generous budget?

Actively seek endowed funds and special gifts

Include the library as a recipient in the program of annual giving

Seek foundation support.

Q. What federal funds are available to independent schools for purchase of library materials?

Funds are available under Title II of the Elementary and Secondary Education Act for the purchase of both print and nonprint materials.

Q. Does each independent school receive the same amount of money?

The amount of money a school receives varies in accordance with the formula for each state.

Q. Does the federal government exercise any form of control over materials purchased with Title II funds?

Absolutely not! This program was set up in an honest attempt to improve school libraries, and the notion of federal control over materials purchased with these funds is a myth which should be exploded immediately. Not one of our libraries is so well endowed that it can afford not to take advantage of these available funds.

Q. How does a school find information about funds available under Title II?

Information is available in each school district. Consult the supervisory office of the local public school system to find where in your area this information is available.

Q. Do the materials purchased with this money belong to the school?

No. The materials actually belong to the local school district, but they are housed in your library for use by your students and faculty.

LIBRARY STATISTICS

Q. What types of statistics do librarians most frequently record?

Circulation of materials and equipment
Student attendance.

Q. Of what use to a library are these statistics?

None — unless they are interpreted. The interpretation can be extremely helpful as a basis for evaluating resources, services, and needs of users.

Q. Are there other types of statistics which would be of use?

Any statistic which serves as a measure of evaluation is useful. However, unless a library is going to analyze and make use of statistics, the staff-time consumed in compiling them is grossly misspent.

Classification of Materials

Q. What classification system is used in most libraries?

The Dewey Decimal classification system.

Q. Are there any indications that the majority of our libraries are considering changing from Dewey to the Library of Congress classification system?

A few schools are studying the relative merits of the two systems and considering the possibility of a changeover at some future time, but there is no general trend in this direction.

Q. Should all schools consider changing from Dewey to Library of Congress?

No! Many schools need to consider improving their central card catalogue, and this is the area which merits concentration. Complete, accurate cataloguing should be of much greater concern than the classification system used!

Q. Is any literature available which might help clarify one's thinking about the merits and hazards involved in reclassifying a library?

In September, 1967, the University of Illinois Graduate School of Library Science issued *Occasional Papers #87,* entitled *Re-Classification: Some Warnings and a Proposal* by Jean Perreault. This is available from:

Publications Office
University of Illinois Graduate School of Library Science
Urbana, Illinois 61803

CHAPTER III

SELF-EVALUATION

In February, 1938, Oscar McPherson, librarian at the Lawrenceville School, published *A Study of Libraries in Schools of the Secondary Education Board.* The Secondary Education Board, a predecessor of the National Association of Independent Schools, consisted at that time of 163 independent schools. This study, undertaken by Mr. McPherson in 1936 at the request of the Secondary Education Board, was intended to serve as a basis for recommendations for increasing the effectiveness of existing libraries or creating effective libraries in schools not having them.

Three revealing selections from Mr. McPherson's report sum up the situation in our schools at that time:

> Private school libraries have been for years in the hands of frail retired masters and overburdened teachers. . . .
>
> The general deduction is that there are perhaps twenty schools in the group that have admirably effective libraries, made possible by the enlightened awareness of their heads; by their possession of sufficient funds for endowment or fees or both; by their developing and establishing traditions of cooperation and belief in the efficacy of book and museum services as indispensable educational media. . . .
>
> The facts reveal conditions throughout the private school world that offer convincing evidence of the need for radical changes in the general attitude toward the private school library as necessary prerequisites to increasing the number of libraries and the effectiveness of those already in existence. . . .

What have independent school libraries accomplished since the 1930's? Have we ceased operating on an amateurish basis? Have we come of age? Have the attitudes toward libraries improved within the schools? Have the significant strides which we have made in the intervening thirty years been enough? Do today's improved libraries exist because the individual school believes in its library and wants it to be the school's most important academic resource, or do they exist because the "in thing to have" is an improved library?

The most constructive form of criticism is self-criticism; the most reliable kind of evaluation is honest self-evaluation; the most important kind of improvement is that which results from a desire for self-improvement. The following questionnaires are offered as starting points in the self-evaluation of the library in the independent school. They are not designed to be all-inclusive, but they are designed to be revealing. They

deliberately ignore the technical processes involved in selecting, acquiring, organizing, and maintaining library resources, the factors involved in evaluating the soundness of the collections, and the chores and details which are part of every library's daily routine.

We hope that you will use these questions as stepping stones to more searching questions which you will ask yourselves. Answer them honestly, for what we do and what we think we do are often light years apart. Use the answers to these questions and your questions as the basis for strengthening your library program in areas where it needs strengthening; for widening your choices of media if they need widening; for altering attitudes if they need altering. In short: let us have revelation and revolution if need be among our libraries. Let us heed U. S. Commissioner of Education Harold Howe's statement of February 1967: "What a school thinks about a library is a measure of what it thinks about education."

THE LIBRARY IN YOUR SCHOOL

For the Head of the School

The Library Staff

_____ Is your librarian a fully qualified professional librarian?

_____ Does your librarian have the status of a Department Head?

_____ Does your librarian regularly attend faculty meetings?

_____ Is your librarian a member of the academic and/or curriculum planning committee?

_____ Is your librarian invited to attend departmental meetings when new courses are being formulated or matters which will involve library resources are being discussed?

_____ Is your librarian responsible for the audiovisual program?

Is your librarian a member of:

_____ The American Library Association

_____ The Department of Audiovisual Instruction, NEA

_____ Professional library organizations within your state

_____ Professional library organizations within the region

_____ Professional library organizations within the city or community?

_____ Has your librarian participated in any activities of the NAIS Library Committee?

_____ Do your encourage your librarian to visit libraries in schools similar to your school?

Does your library staff include:

_____ professional assistants

_____ adult nonprofessional assistants

_____ an audiovisual specialist

_____ an audiovisual technician

_____ secretarial assistants

_____ clerks

_____ student assistants?

Is your library staff of sufficient size and competence to:

_____ assure adequate staff coverage at all hours when the library is open

_____ assure efficient and complete organization of all materials

_____ relieve the professional staff members of nonprofessional chores and routines?

_____ Is there clear and frequent communication between your office and the librarian's office?

Library Resources

In addition to books, periodicals, and newspapers does your library transmit information through the following:

_____ Pamphlets
_____ Pictures
_____ Posters
_____ Recordings (Disc)
_____ Recordings (Tape)
_____ Slides (silent)
_____ Slides (sound)
_____ Models
_____ Transparencies
_____ Videotapes?
_____ Motion pictures (16 mm.)
_____ Motion pictures (8 mm.)
_____ Filmstrips (silent)
_____ Filmstrips (sound)
_____ 8 mm. Filmclips
_____ Television (educational)
_____ Television (closed circuit)
_____ Microfilm
_____ Microfiche
_____ Kinescopes?

_____ Do the library resources include a collection of professional literature for the faculty and administration?

_____ Are the library resources strong enough to mainly support your school's program of teaching and independent study?

_____ Does the library borrow materials on interlibrary loan from other libraries?

Physical Facilities

_____ Is the library in a central location in relation to other academic facilities?

_____ Is the library of sufficient size and nature to effectively serve your academic needs?

Does the present library include:

_____ a study area which includes individual carrels

_____ an area which includes carrels with capability of electronics and response systems

_____ a browsing area

_____ a conference room large enough to hold an entire class

_____ individual conference rooms

_____ enclosed office space

_____ library staff workrooms

_____ listening areas

_____ viewing areas

_____ storage space

_____ student typing areas

_____ faculty studies or conference rooms

_____ display areas

_____ archives area?

Use of the Library

_____ Does your library serve as a study hall?

_____ Do your students have free access to library resources?

_____ Does the teaching in your school demand extensive use of library resources?

_____ Do your faculty members make frequent and intelligent use of library resources?

_____ Does your library attract faculty and students for leisure time use as well as for academic purposes?

_____ If your school is a boarding school, is your library available to students during evenings and weekends?

_____ If your school is a day school, is your library available to students evenings? _____ Saturdays?

_____ Does your library administer the school archives?

Library Finances

_____ Does the annual budget include a detailed budget for the library?

_____ Do you consult the librarian concerning the budget before it is prepared each year?

_____ Is the budget adequate for the provision of resources and services to your students and faculty?

_____ Do you utilize federal funds available under Title II of the Elementary and Secondary Education Act to independent schools for purchase of library materials?

_____ Does your library have endowed funds for purchase of materials?

_____ Do you actively encourage or seek the establishment of endowed funds for your library?

_____ Does your alumni program of annual giving include the library as an area to receive funds?

Library Standards

_____ Does your library meet the American Library Association *Standards for School Library Programs* in all areas?

_____ Do you keep a copy of these *Standards* in your office?

_____ Are your trustees familiar with the *Standards?*

_____ At the time of your last evaluation or check up, did the evaluating committee make specific recommendations regarding the library?

_____ If recommendations were made by the evaluating committee, have the recommendations been carried out?

_____ Was a professional librarian a member of your last evaluating team?

_____ Have you and your librarian within the past three years made an intensive study of your library?

The Library in Your School

_____ Does your library have an opportunity to exert academic leadership?

_____ Is your library encouraged to exert academic leadership?

_____ Does your library exert forceful academic leadership?

_____ Do your students find the library a stimulating, active center of intellectual resources and activities?

_____ Does your faculty regard the library as a real intellectual force within the school?

_____ Do you personally consider the library to be your school's most important academic resource?

_____ Are you wholeheartedly committed to the importance of the library?

_____ Do you give your library and your library staff all the support and encouragement within your power?

_____ Does the library program implement effectively the stated objectives and philosophy of your school?

THE LIBRARY IN YOUR SCHOOL

For the Librarian in the Independent School

The Librarian

_____ Are you a fully qualified professional librarian?

_____ Do you have the status of a Department Head?

_____ Do you attend faculty meetings?

_____ If you do not attend faculty meetings, is it because the administration does not encourage your attendance?

_____ Are you a member of the academic and/or the curriculum planning committee?

_____ Do you attend department meetings when new courses are being formulated or matters which involve library resources are being discussed?

_____ Are you responsible for the audiovisual program?

Are you a member of:

_____ The American Library Association

_____ The Department of Audiovisual Instruction of NEA

_____ Professional library organizations in your state

_____ Professional library organizations in your region

_____ Professional library organizations in your city?

_____ Have you participated in activities of the NAIS Library Committee?

_____ Have you served on committees in any professional organizations?

_____ Are your membership dues to professional organizations paid by the school?

_____ Do you attend at least one conference or meeting of a professional library organization annually?

_____ Have you contributed articles for publication in professional magazines?

_____ Have you ever served as a member of an evaluating team?

_____ Have you attended any National Defense Education Act summer institutes for school librarians?

_____ Do you visit annually some libraries in schools similar to your own school?

_____ Do you invite librarians from other schools to meet for informal discussion groups in your library?

The Library Staff

Does your staff include:

_____ fully qualified professional librarians
_____ adult nonprofessional assistants
_____ an audiovisual technician
_____ an audiovisual specialist
_____ secretarial assistants
_____ clerks
_____ student assistants?

_____ Do you have adults who work as volunteers?

_____ Is there a clear distinction in your library between professional and nonprofessional routines?

_____ Are nonprofessional and clerical routines handled by nonprofessional staff members, freeing the time of the professional staff members for professional practices?

Is your staff of sufficient size to:

_____ insure efficient and complete organization of all materials
_____ supply competent coverage at all times when the library is open
_____ give adequate personal attention to each student and his problems
_____ administer an effective library program in your school?

_____ Have you prepared a staff manual outlining procedures and practices in your library?

_____ If you feel that the size and ability of the library staff are inadequate, have you discussed this matter during the past year with the Head of your school?

The Librarian and the Head of the School

_____ Do you and the Head of the school jointly make decisions regarding library policies?

_____ Do you keep the Head of the school informed at all times concerning current happenings of interest in the library, unique acquisitions, and unusual patterns of use?

_____ Do you feel that frequent and clear communication exists at all times between you and the Head of the school?

_____ Can you depend upon the Head of the school at all times for adequate backing for the library?

The Librarian and the Board of Trustees

_____ Is the Board of Trustees actively interested in the library?

_____ Are you acquainted with each member of the Board?

_____ Do individual members of the Board ever make constructive suggestions regarding the library?

_____ Does the Board provide realistic financial support for the library?

_____ Is the Board kept aware of progress and/or problems in the library?

The Librarian and the Faculty

_____ Do you invite academic departments to hold occasional meetings in the library to examine resources of special interest to them?

_____ Do you have a faculty library committee?

_____ Are you in frequent communication with Department Heads concerning library resources and their classroom uses?

_____ Do you inform faculty members when new materials are added in their specialized fields of interest?

_____ Do you inform faculty members of articles in current periodicals which might be of interest to them?

_____ Do you ask departments for a general outline of materials to be covered in the various courses each term?

_____ Do you suggest materials (both book and nonbook) to your faculty for use in conjunction with their courses?

_____ Do you solicit faculty recommendations for library purchases?

_____ Do you inform new faculty members regarding library resources before they arrive to take up their teaching duties?

_____ Do you have an orientation program at the beginning of each year for new faculty members?

_____ Do you have a library handbook for faculty?

_____ Do you prepare bibliographies for faculty use?

_____ Do you actively seek faculty participation in the library program?

_____ Do you constantly check with the faculty regarding ways in which the library can be more effective in the academic life?

or

_____ Do you wait for the faculty to make suggestions to you?

_____ Do you cooperate with the faculty in providing materials and preparing exhibits for classroom displays?

_____ Do you feel that you exert constructive and effective academic leadership among the faculty?

_____ If you do not feel that your role of academic leadership is a _____ strong one, is it because the general academic climate of the school is not library-oriented?

_____ Do you feel that your administration and faculty offer you ample opportunities to exert academic leadership.

The Librarian and the Students

_____ Is there good rapport between the students and you?

_____ Do you enjoy teenagers as people?

_____ Do you have a student library committee?

_____ Do you solicit student suggestions for library purchases?

_____ Do you seek student participation in planning library activities?

_____ Do your students have ready access to library resources?

_____ Do you prepare reading lists for distribution to the students?

_____ Do the students turn to you for suggestions for leisure reading?

_____ Do you feel that you function successfully in offering reading guidance to the students?

_____ Do you work closely with each student involved in the independent studies program?

_____ Do the students turn to you for suggestions regarding their academic problems which involve library resources?

_____ Do the students turn first to the faculty for suggestions regarding their academic problems which involve library resources?

_____ Do the students take pride in the library as a center of intellectual activity?

Communication and Public Relations

_____ Do you have a library handbook for students?

_____ Does your school handbook contain a section on the library?

_____ Do you prepare an annual report for distribution to your administration, Board of Trustees, donors, and other interested adults?

_____ Do you publish regularly a library bulletin or newsletter?

_____ Does your school newspaper regularly carry a library column?

_____ Does your Alumni Bulletin carry articles and pictures pertaining to the library?

_____ Do you regularly distribute lists of new acquisitions?

_____ Do the local newspapers publish articles covering special activities in your library?

_____ Do you prepare displays for special school occasions?

_____ Do you prepare booklists for special school occasions?

_____ Do the display areas in your library permit different types of displays (i.e., locked glass cases, pegboard wall displays, flat displays)?

_____ Do you seek faculty suggestions for special displays which will enhance their classroom teaching?

_____ Do you borrow materials from outside the school for displays?

_____ Do you seek student cooperation in preparing exhibits which reflect student activities?

Library Resources

Is your book collection adequate to meet needs of:

_____ the students

_____ the faculty?

Do you borrow materials on interlibrary loan for use of:

_____ the students

_____ the faculty?

_____ Do you have special book collections (i.e., alumni authors, rare books, etc.)?

_____ Do you have a collection of professional literature for faculty and administration?

_____ Do you weed your book collection annually?

_____ Is your collection of back issues of periodicals sufficiently extensive to be of value for research purposes?

_____ Is your current periodical list adequate for your academic needs?

_____ Is your current newspaper list sufficiently varied to offer many points of view?

_____ Is your collection of back issues of newspapers adequate for research purposes?

In addition to books, periodicals, and newspapers does your library transmit knowledge through the following types of media:

_____ Pamphlets
_____ Pictures
_____ Posters
_____ Recordings (Disc)
_____ Recordings (Tape)
_____ Motion pictures (16 mm.)
_____ Motion pictures (8 mm.)
_____ Videotapes
_____ Microfilm
_____ Microfiche?

_____ Filmstrips (silent)
_____ Filmstrips (sound)
_____ 8 mm. Filmclips
_____ Slides (silent)
_____ Slides (sound)
_____ Models
_____ Transparencies
_____ Television (educational)
_____ Television (closed circuit)
_____ Kinescopes?

_____ Are you without prejudice concerning the use of mechanical devices as transmitters of knowledge in the library?

_____ Are your library resources adequate for your academic needs?

_____ If you feel that your resources are inadequate, have you compiled lists outlining your needs and presented them to the Head of your school?

Library Standards

_____ Do you check all the phases of your library against the ALA *Standards for School Library Programs*?

_____ Does your library meet the *Standards* in all areas?

_____ Have you discussed your library in relation to the *Standards* with the Head of your school?

_____ Were you the librarian at the time of the last school evaluation?

_____ Did the evaluation team make recommendations concerning the library?

_____ Have these recommendations been fulfilled by the library and the school?

Library Facilities

_____ Do you feel that your library is located in the most strategic spot to give maximum ease of access?

Does your present library include:

_____ a study area which includes individual carrels
_____ a browsing area
_____ a conference room large enough to hold an entire class
_____ individual conference rooms
_____ enclosed office space
_____ library staff workrooms
_____ listening areas
_____ viewing areas
_____ storage space
_____ student typing areas
_____ faculty studies or conference rooms
_____ display areas
_____ archives area?

_____ Is your library carpeted?

_____ Is your library soundproofed in areas where soundproofing is essential?

_____ Do you have expansion space for future developments?

_____ Are your library facilities used to their maximum capacities?

_____ Do you feel that your library should be open more hours than it is now?

_____ Are your facilities sufficient for your current needs?

_____ If the library facilities are inadequate have you presented a written description of the needs to the administration?

_____ Have you discussed the needs for expanded or new facilities with the Head of your school?

Library Instruction

_____ Do you have an orientation program for new students at the beginning of the school year?

_____ Do you have an organized, formal program of library instruction?

_____ If you do conduct a program of library instruction, are you satisfied with its effectiveness?

_____ Is your program of library instruction thoroughly supported and encouraged by your teaching faculty?

_____ Are you invited into classrooms to discuss specialized resources or research techniques?

_____ Are your students prepared to cope effectively with varying library resources and techniques which they encounter on the college and university level?

_____ Do you invite college or university librarians to discuss with your seniors problems which college and university freshmen encounter in the use of libraries?

Library Program

_____ Do you have a written description of your library program?

_____ Is your library program so far-reaching that the library permeates every area of school life?

Do you bring the outside world into your library through:

_____ Visiting authors

_____ Visiting lecturers

_____ Book fairs

_____ Record fairs?

_____ Does your library program implement effectively the stated objectives and philosophy of your school?

If you are not satisfied with the library program have you presented realistic, concrete plans for a more extensive program to:

_____ The Head of your school

_____ The academic committee

_____ The faculty

_____ The Board of Trustees?

The Library in the School

_____ Are you honestly convinced that the library in your school is a dynamic intellectual force?

_____ If the library does not exert effective intellectual stimulation, can you pinpoint the reasons why it does not?

_____ Are you prepared to move the proverbial heaven and earth to make sure the library does assume its rightful role of academic leadership?